

NDTAC COVID-19 Coordinators' Forum
Wednesday, April 15, 2020

Attendees

Ada Daniels, WA
Alison Losey, DC
Beth Larson-Steckler, ND
Chandra Martin, AR
Cheri Wasiel, AZ
Dawn Carmody, MI
Karen A DeCoster, MA
Russell W Fleming, MA
Francine Stromberg, NJ
Pat Frost, NE
Geri McMahon, IA
Basil A Harris, SC
Alvita Howard, FL
Ingrid Mercado, PR
Laura Johnson-Frame, SD
Kenneth Krawchuck, PA
Mary Russman, NY
Melanie Barner
Paula Monarch-Palmieri, NY
Rebecca Derenge, WV
Roberto Reyes, NM
Sharon Fishel, AK
Stephanie Enos, RI
Suzanne Peck, ID
Thomas Kirk, OK
Tiffany Frierson, VA
Tiffany Jones, MS
Valerie Ashton-Thomas, MD
Wes Blake, KY
Kristine Nadolski, WI
Colinthia Walker
Michelle Williams
Lisa Sadeghi, ED
Irene Harwarth, ED
Jasmine Akinsipe, ED
Elizabeth Witt, ED
Simon Gonsoulin, NDTAC
Michelle Perry, NDTAC
Katie Penkoff, NDTAC
David Blumenthal, NDTAC
Okori Christopher, NDTAC
Rob Mayo, NDTAC
Blythe Collier, NDTAC

Meeting Notes

Simon Gonsoulin, NDTAC

Greetings everyone, today's call is for you to share ideas and lessons learned in attempting to meet the demands and the needs of your grantees. So, welcome to the call. I mentioned a little earlier before we started, the first call took place last week. We had 42 coordinators on the call, and we have completed a transcript of that call, and it'll be placed on the ND communities website. This call will be recorded as well, and we will have a transcript generated for this call, and we'll place it on the ND communities so the coordinators can go back and check out things that you may have heard on this call so that if you need to find out what a certain coordinator said on the call or if you want to reference their information, you're more than welcome to do that by looking at the transcript. I hope that is helpful to have that transcript to refer to a little down the line.

NDTAC State Liaisons introduced themselves to the coordinators.

Simon Gonsoulin, NDTAC

As you can see on the screen right now the Department of Education asked NDTAC to create a [COVID-19 information webpage](#), and so that webpage was created about a week and a half or two ago. And we've added resources on a daily basis to this particular informational webpage. So please reference it. And hopefully you'll find some information on there that will be of some help to you.

Simon Gonsoulin, NDTAC

So one of the things that's been added that I want to call your attention to, if we go down just a little further Okori, under additional resources is a state COVID-19 information link. And this particular resource takes a look at each state educational agency's COVID-19 information. So you can find all states in the country identifying their webpage for their particular state as far as COVID-19 information is concerned. So this is one that's just been added very, very recently.

Simon Gonsoulin, NDTAC

So before I turn things over to Katie who will be the person who will be facilitating today's call as she did last week, we want to just let you know that we will start on the East Coast this time with the asking of questions and providing responses. Then work through the central time zone, the mountain time zone, and the pacific time zones so there can just be a little order to this call due to the large turnout. Right now we have around 42 participants who are on the call.

Simon Gonsoulin, NDTAC

There is one overarching question that we want to share with you. This question was asked on your most recent community calls in March. But we know that the whole month has passed since the community call or thereabouts, and there've been many new changes (policies and practices) brought about by COVID-19 stay at home orders. So we wanted to know how these policies are impacting educational services in the facility schools and in other Title I Part D settings. What has changed since that community call?

Simon Gonsoulin, NDTAC

You can enter your responses into the chat anytime during the conversation today. But we will also stop the call maybe 15 minutes early to pose this question to the group again for a conversational sort of engagement around that particular question.

Simon Gonsoulin, NDTAC

During the community calls in March there were lots of comments around this question that ranged from we're not real sure yet to there are some decisions that are being made for the local school district, but not being made for the schools in correctional settings and then we have comments like, all of the schools are closed or all of the schools are open within correctional settings. NDTAC is wondering and so is the Department of Education how things changed over the last three or four weeks since that call.

Simon Gonsoulin, NDTAC

Another update before I turn this over to Katie is many of you have submitted questions about the CARES Act. All of your questions about the CARES Act have all been sent to the COVID-19 mailbox at the Department of Ed. If you have questions about the CARES Act, we would recommend that you submit those questions on CARES or COVID-19 to the COVID-19 [email box](#) there at the ED. If for some reason you send it to us, don't worry about it we will make sure that it gets to ED and they'll begin responding to those requests.

Simon Gonsoulin, NDTAC

If the responses come to us at NDTAC, we'll send them out to everybody, not just the coordinator who asked the question because these seems to be pretty prevalent questions that coordinators are asking. I think that's all I need to do introductory wise. Katie I'll turn it over to you. I think Katie has one or two questions that she would like to start off with and we'll go from there. Katie, its all yours.

Katie Penkoff, NDTAC

All right. Thank you so much Simon. And I just wanted to point out again that the COVID-19 email, or I'm sorry, email address of course of the Department of ED is listed there in the chat box. Thanks for providing that Michelle. Additionally, we did put the link to the COVID-19 dedicated page on the NDTAC website. The first link is to the US Department of Education's website and there's always information being added to these so please check these regularly.

Katie Penkoff, NDTAC

A few folks were having issues with sound. I'm hoping that people have been able to either join by computer or use the call-in option to join. Thanks for putting that information in the chat box for us.

Katie Penkoff, NDTAC

We do have Pat Frost on the line from Nebraska, and this was a question Pat that we did discuss during our last call because I think it was a fantastic question that other people have as well. But Pat, do you

want to share your question or would you like me to restate it?

Pat Frost, Nebraska

Yeah, why don't you restate it.

Katie Penkoff, NDTAC

The question was around **what no tech, or low tech resources may be available for educators in facilities where internet access is either not available or limited at best.** We do have the resources that were shared during the last call from Center for Educational Excellence in Alternative Settings at the bottom of the webpage.

Katie Penkoff, NDTAC

Karen Steinhaus from California shared some information with us already in the chat box anybody else-low tech or no tech options for educational materials and lesson planning that really align with state standards. Does anybody want to share some resources that they're aware of, or are available? And we can start on the East Coast and work our way west this time.

Pat Frost, Nebraska

This is Pat. I did learn from one of our meetings the other day that the University of Nebraska online high school has correspondence packets that can be used. Usually there is a tuition fee but they are free at this point for Nebraska students.

Katie Penkoff, NDTAC

Other folks were sharing that it would be great to check in with local school districts, particularly the districts that have offices set up for home schooling as well. Not necessarily only the districts within the boundaries of the facility but other districts in the state that may have those materials already in print form.

Katie Penkoff, NDTAC

Other things folks want to share? Different resources that you're aware of that you can access to facilitate distance learning or remote learning for students and facilities. Can we move onto the central time zone maybe? Or mountain? Pacific?

Katie Penkoff, NDTAC

There were some definite resources shared from PBIS, on their website. People mentioned that there were a lot of resources that used to be offered at a cost and now because of COVID-19 are available for free. So we'll make sure that we go ahead and compile that information for folks to be able to provide those and maybe even update that under additional resources.

Katie Penkoff, NDTAC

Another question last week was around Title I Part D specific frequently asked questions and whether any districts or state education agencies have developed a Title I Part D specific FAQ. We really want to hear from you. Has anybody done that within their state?

Pat Frost, Nebraska

Nebraska started one from the Office of Accreditation and Accountability every week or three times a month there's a facility meeting and at that meeting the commissioner, the state director of Special Ed, the four health departments, probation, HHS and facility schools complete a Google doc with any questions they have. And then the administrator of accountability records that and has a discussion with all and finally the commissioner shares any Q and A and concerns with the governor on his local phone call.

Katie Penkoff, NDTAC

Pat, that's a really great example of how it's really a live document where people are able to update the document as new questions and concerns arise. We did hear that a lot of state education agencies were developing FAQs more generally for federal programs overall.

Katie Penkoff, NDTAC

And so David I see that there's some activity in the chat box. Do you want to share what we're learning?

David Blumenthal, NDTAC

Sure, Katie. Alvita Howard of Florida noted that there's an FAQ posted and available from Florida. We're trying to figure out if it's available on the DOE website. She says, "I didn't see it on our homepage. I worked with another group to create the FAQ. So, I will ask if it is ok to share."

Katie Penkoff, NDTAC

I know Suzanne you had mentioned that you were offering a webinar last week where the different coordinators for the different federal programs within Idaho would be preparing to use slides and addressing some questions. **Suzanne do you mind sharing how that went and in fact when might the webinar be available on your website?**

Suzanne Peck, Idaho

That actually went well. We have lots of information out. We are sharing that information right now. It's almost ready to post. Our subpart 1 agency said things are pretty normal. We've got teachers coming in. They're just really being very careful of who comes into the facility and they're trying to eliminate and get kids out as soon as possible. Our subpart 2 programs are typically not in school.

Suzanne Peck, Idaho

But in our county detention sites, where they're supported by local school districts, I did have one district that hadn't even considered supporting the education of the students that were incarcerated in the county detention centers. Everybody else had done a really good job of coming up with very creative ideas of supporting the education of students that were incarcerated except for one district.

Katie Penkoff, NDTAC

That's often why Title I Part D coordinators are such great advocates for the children or students who are considered neglected or delinquent. So we help remind leaders about the needs of our kids and the unique circumstances that students and educators who are in these settings often encounter.

Katie Penkoff, NDTAC

So does anyone else want to share something unique that they're doing to really meet the needs of their grantees during COVID-19?

Katie Penkoff, NDTAC

Those were just a couple of questions that we received, but this really is a forum for you all to share questions and concerns that you have, and really to support one another in brainstorming what solutions might be. We see a lot of leadership coming from state education agencies and Title I Part D coordinators really rising up to meet the needs of students that fall within the Title I Part D program. So at this point we want to open it up generally and maybe again we can start on the east coast. Are there questions or challenges that you have related to COVID-19 and the administration of the Title I Part D program?

Karen A. DeCoster, Massachusetts

My question is the same one I had last time. And that is looking ahead, I don't see that we're going to be back to normal any time soon. And particularly **in the state correctional facilities, the adult facilities where we have the 18 to 21-year olds, how do we use remote learning? How do we support remote learning in these facilities?** And I'm looking for some guidance from other states because there's very little of it happening in Massachusetts.

Katie Penkoff, NDTAC

To recap, **when thinking about your Subpart 1 grant piece, particularly your department of corrections or even adult jails, does anyone know if their systems have allowed access to technology and to the internet and layered security to really assist with that process?** Is anyone familiar how that works within your state?

Pat Frost, Nebraska

I was just going to say if they continue Acellus or Apex programs, they can earn credits. Some of them had continued using the PASS program, which is originally started as a migrant program in the '60s.

Karen A. DeCoster, Massachusetts-

I'm sorry, what were those programs again?

Pat Frost, Nebraska

The online Acellus or Apex educational programs for earning credits.

Karen A. DeCoster, Massachusetts

But that's not anything where a teacher or a counselor is engaging with the students through some remote means?

Pat Frost, Nebraska

Some people have done the phone call system to follow up with lessons.

Karen A. DeCoster, Massachusetts

Okay.

Katie Penkoff, NDTAC

Thank you so much for sharing that Pat. There are several comments in the chat and maybe my colleagues Rob and David can put links to the information from their website. We have several program highlights as well as previously authored webinars that speak to the use of technology and open educational resources to not only expand K-12 learning, but also for partnerships with higher education and vocational training.

Katie Penkoff, NDTAC

That is something we're looking at right now because as Karen Decoster said on the first call, even echoed here is that we see the interest and the need for expanding educational option for individuals who are in secure care settings as something that's going to continue to only increase.

Katie Penkoff, NDTAC

NDATC already has some existing resources available. And I'm hoping my colleagues will drop links to these resources in the chat box and that we can certainly add to the transcript from this call. It looks like Rob has shared some links: [Innovative Implementation of Education Technology in Juvenile Justice Settings](#), [Teaching Technology Juvenile Justice Facilities](#), [Program Highlights Oregon School District](#), [Program Highlights Accessing Online Supplemental Textbook Material](#).

Katie Penkoff, NDTAC

I know we talked about in Oregon's efforts at digital education during our last call and David has reached out to Jen about the materials that she referenced. As soon as we receive the material we will post them to the ND Communities webpage. She shared that there is within the state administrative code

guidance written about the layered access to technology and the use of the internet for their individuals in secure settings.

Karen A. DeCoster, Massachusetts

This is Karen again. May I even jump in here to say I've told others about an email that I received some time ago from my contacts in corrections at the state level. They are using some sort of thin client laptop devices and Chromebooks or Microsoft Imagine Academy. I understand this was being used in California--I don't know if there's anybody on the call from California, but maybe you can share details with us. These client laptop-type devices for inmate students allowed them to access cloud-based secure content when they are in programming areas via a secure inmate network.

Karen A. DeCoster, Massachusetts

It sounded very intriguing. A bunch of us said, "We want to learn more. Who else is doing this?" And that's why I'm wondering if any of you have heard anything about this or if anybody on the call is from California who can weigh in on what this is they're doing and how we might duplicate it.

Katie Penkoff, NDTAC

Thank you for sharing that Karen. And if that's an email you can forward onto the NDTAC team I know we would greatly appreciate it. And David I do believe there's some responses to the technology question in the chat box as well.

Karen A. DeCoster, Massachusetts

I will forward that email.

Katie Penkoff, NDTAC

Thank you Karen. David are you able to share what's being shared in the chat around technology?

David Blumenthal, NDTAC

Thanks Katie. So the responses here are from different ND coordinators. Thomas Kirk in Oklahoma, face to face teaching has been suspended and in Oklahoma that is extended to all delinquency facilities. However most facilities, and I think this is also the case in North Dakota as Beth Larson-Steckler pointed out that distance learning has been put in facilities and also we're seeing here Chandra Martin from Arkansas talking about the Arkansas Virtual Academy where they're using already extended programs that are being offered to sites. There's the use of laptops that have been offered as examples.

David Blumenthal, NDTAC

Even with continuing face to face education in some facilities as well. I do want to draw attention to one question that came in from Russ Fleming of Massachusetts. He asked about extending or carrying over funding since state educational facilities have requested a waiver would this allow local education

agencies under Subpart 2 to carry funds over to fiscal year 20/21. Basil Harris has also asked, **“Are the Subpart 2 as well as Subpart 1 fund available for 27 months?”**

Simon Gonsoulin, NDTAC

So David why don't we take that request and we can submit it to the Department of ED to go ahead and respond to. We can go ahead and send it to them after the call. And we can write up a draft response and then we can forward it on to the Department of ED for them to respond to in the near future. And we'll get something out to all the coordinators because this is relevant not just to Massachusetts but to other states as well.

David Blumenthal, NDTAC

Absolutely. And a great time to note that there's a website set up by US Department of Education [COVID-19 at Ed.Gov .](#) Yes, this question if one that we could submit to the Title I Part D team at ED and also to the COVID-19 email account.

Katie Penkoff, NDTAC

Thank you so much David. And I see in the chat box Basil has shared, I am not familiar with the entire process. However, I do know that DJJ in SC is using a blended concept. The students receive a portion of their instruction via laptops and the other portion via teacher prepared packets. The lead teacher at each site is responsible for communicating with the security personnel regarding a schedule for when a limited number of students are allowed the use of technology via established social distancing requirements. Students also receive feedback on assignments when packets are return as well as via laptops. I will find out what platform and what web-based instructional materials they are using and share this information with Katie.

Katie Penkoff, NDTAC

Thank you, Basil, for offering to share that information and sending it with us. So I know also Tennessee last week shared that they are using dedicated servers within facilities, so that they can ensure the safety and security of the students, the personnel, security and the public at large, but still open those educational resources up.

Katie Penkoff, NDTAC

And I know, I'm picking on New York. Paula did I see you on the line? I know that you have helped support the purchase of [RACHEL](#), which is kind of like a little server again that just allows access to a predetermined amount of content in New York. Do we have folks from New York that maybe could add a little bit about that use of technology?

Katie Penkoff, NDTAC

Okay. Well that's definitely something that we can share more information about as Karen said. And Karen, I think the point that you made, you want to know what this looks like in practice and also to the policies that allow for access to technological resources within secure care settings. So definitely noted and something that we can continue to compile.

Karen A. DeCoster, Massachusetts

I was just going to say thank you to those who have responded in the chat box. I'm copying things down. Thank you Rob Mayo for the link and this is good because I have a meeting with all my ed directors next week to talk about ways in which to plan for the changes we think are coming. Thank you all.

Katie Penkoff, NDTAC

Thank you so much Karen. **Any other comments or thoughts around technology before we move onto maybe another question?**

Suzanne Peck, ID

Katie, this is Suzanne. One of the things that I thought was kind of a low tech way of supporting kids that I thought was quite unique in one of the juvenile detention centers that I was talking to, is that they actually had their teachers coming in once a week. They had a couple of them so the kids could access them a couple times a week. But the teachers were in a secure area using the internal technology within the facility. And the kids were in another room and they were able to video chat. They were able to help them answer questions of the things that they had been provided, they had been given packets but they still weren't able to not just leave them with some packets to do but they were able to touch base with them, see how they were doing, answer their questions. Staff was able to at least go in and feel very protected, safe but utilized the technology that was in the facility to not be in proximity with students but still to make that face to face connection.

Katie Penkoff, NDTAC

That's really neat to learn Suzanne –

Female

That's wonderful- I'm sorry Suzanne, where are you from?

Suzanne Peck, ID

Idaho.

Female

Idaho. Thank you.

Katie Penkoff, NDTAC

So almost a closed-circuit system Suzanne, if you don't mind inquiring about what that system entails, we would greatly appreciate that.

Suzanne Peck, Idaho

Yeah, I can look into that. But I thought that that was, of all of the things that we're doing, that was

probably the most unique that was like, "Oh, that's kind of a cool idea." And they had come up with it on their own, the people in facility, the teachers. And they had come up with a solution. So I thought it was brilliant.

Katie Penkoff, NDTAC

Okay. Well I think it's brilliant too. It's sort of a blended approach to distance learning but there's support from your teacher, which I think is key when you have questions and concerns and you need them addressed before you can move forward.

Katie Penkoff, NDTAC

And I know from my own child that interaction with the teacher is motivating.

Katie Penkoff, NDTAC

So David I see another question in the chat. Is that the one that you read earlier that we were going to submit.

David Blumenthal, NDTAC

Looks like it's just a follow up from Mary Russman of New York state. Hello Mary. Just talking about how in New York state facilities are not using Rachel that we know of at this point. Wondering Mary if you can elaborate. Are there other platforms that are being used in the state facilities?

Katie Penkoff, NDTAC

Maybe Mary will add some additional information there in the chat.

Katie Penkoff, NDTAC

It looks like she's said, "We do not believe the State facilities are accessing technology programs at this time. I was on mute and talking out loud to myself."

David Blumenthal, NDTAC

Wish I could have heard you, Mary! Thank you for the follow-up.

Katie Penkoff, NDTAC

In terms of the period for which Subpart 2 funding is available, was that a question that was already addressed that we will be submitting or is that something we want to visit now Simon?

Simon Gonsoulin, NDTAC

Absolutely! I think we can ask the coordinators. Given that initial question that I shared with you, what's really changed over the last three to four weeks since the last community call as far as response to COVID-19 pandemic? What policies have been put in place? Especially around correctional educational

programming. Programming that would impact Title I Part D services. I know NDTAC and ED are anxious to hear about any changes or updates. I think Pat at one point you said schools were still operating in the secure settings. I don't know if that's still the case. But any of those sorts of changes that are taking place would be good information for you to share with us.

Simone Gonsoulin, NDTAC

Starting on the east coast, can you share what states are still holding classes in secure settings in the adult and juvenile settings.

Simone Gonsoulin, NDTAC

So let me ask this question. In Massachusetts, in your secure facilities are they still holding classes, face to face classes I'm talking about, with those who are confined?

Karen A. DeCoster, Massachusetts

This is Karen Decoster answering, from Massachusetts. For the most part the answer is no. But I believe as everyone on this call realizes that every sheriff is his own king. And we have one of our county houses that is still running classes with teachers coming in and is being delivered face to face with everybody fully masked and that's the only one I know of presently.

Karen A. DeCoster, Massachusetts

In other facilities they have teachers coming in but not delivering school face to face other than the one I described earlier. Additionally, the teachers are only required to come in every other week, but they are not interacting with students although they are preparing materials and seeing to it that they are delivered to students. That is where we are right now in Massachusetts in the secure facility.

Simon Gonsoulin, NDTAC

Thanks so much Karen. Appreciate that. It looks like Thomas Kirk (OK) has written in the chat, "The models vary quite a bit from LEA to LEA. Most already use supplemental online platforms like [Edgenuity](#). Teachers now call in with Zoom. Other LEAs already have virtual course offerings that are being extended to delinquent facilities."

Simone Gonsoulin, NDTAC

Basil how about you all in there in South Carolina? Are you still having classes face to face? Is it being handled remotely? Is it being handled through packets? Are there still meetings taking place to determine how educational services will be afforded to youth and young adults?

Basil Harris, SC

I've somewhat answered that question as a part of one of the responses. And so far I know at DJJ they have a blended way that they are providing educational services. They're doing packets as well as they are using technology to a certain degree. The lead teacher at each of the DJJ sites communicates directly

with the security personnel. And they're the ones who allow the students limited access to the laptop based on social distancing requirements.

Basil Harris, SC

But now at the adult corrections I'm not sure. I have not been in communication with the director since we have been experiencing this pandemic. But I did mention to Katie that I am going to be in communication with her to see how they're providing the educational services.

Simone Gonsoulin, NDTAC

Okay great. Thanks Basil, appreciate your update there. How about Alvita Howard in Florida. **Can you maybe update us on what's going on in the facilities in Florida from an educational standpoint?**

Alvita Howard, Florida

In Florida, the education services are still being provided, whether you're in a non-secure or a secure site. Their services are being provided in various formats. And when I say various that means some facilities are providing the packets and some facilities are doing virtual because Florida also has what is called [Florida Virtual School](#) classes. They're like a regular district. So they're offering their services at basically no cost to the district.

Alvita Howard, Florida

I do have one district in particular, they're still meeting with the students face to face because they don't have enough teachers to actually do a virtual guided instruction. So throughout the state the approach varies.

Alvita Howard, Florida

In Dade County they're actually going the extra mile. They're providing their teachers \$200 when they left the school. When the school district was closed. Not every district is doing that, but they stepped up and provided \$200 for all their teachers. Not just the teachers that are in a traditional setting, they're also providing that funding to our teachers that were in our facilities as well.

Alvita Howard, Florida

Also I want to point out about Dade County, one software company stepped up and provided their service for ELA and math at no cost. There are some companies that are out there that are providing the services to them at no cost. Across Florida we have varying types of services still going on but I can say that all the services are being provided at different levels. So proud of that point.

Simon Gonsoulin, NDTAC

Perfect. Thanks so much for that update in Florida.

Simon Gonsoulin, NDTAC

Francine wrote in the chat that some of the New Jersey Subpart 1 facilities are allowing teachers to come into the building on a very strict, limited scheduled basis, and provide packets, not formal classes. And to her knowledge no Subpart 2 teachers are in the buildings. So that's an update from another state on the East Coast.

Simon Gonsoulin, NDTAC

Rebecca from West Virginia says they're conducting education in the facilities similarly to Massachusetts, allowing partial participation as well as leaving packets for students to utilize.

Simon Gonsoulin, NDTAC

So anybody else on the East Coast want to share about educational programming for youth and young adults?

Valerie Ashton Thomas, Maryland

Hi, this is Valerie Ashton Thomas from Maryland, hello everyone. Just want to share at this time we have sent out a survey to gather information in regards to the work status or work conditions of our project directors. All our schools are closed and we do have Subpart 1 and 2. So I do know under Subpart 2 there isn't any face to face instruction. There was some distance learning training that was going on. This is the first week that they started implementing that instructional program. So hopefully I'll be gathering some information later with respect to that. But in terms of our Subpart 1 our state agency at this time I'm not quite sure. But we hope to find out through the survey.

Simon Gonsoulin, NDTAC

That's a wonderful idea to send that survey out. And you can get a pretty good picture of the entire state that way. And when you get your survey results back, if you don't mind just taking a moment to summarize them and get them to us it would be of some help to the field for sure.

Valerie Ashton Thomas, Maryland

Oh absolutely. Okay. Absolutely. Thank you.

Simon Gonsoulin, NDTAC

Anybody else in the east before we move to the central time zone? Alright, how about central time zone? I do have one response from the central time zone from Arkansas, in the chat. And this was from Chandra there in Arkansas. Let me see if I can find it. Okay. Here we go.

Simon Gonsoulin, NDTAC

There is no physical face to face instruction. There was no physical face to face instruction going on in Arkansas. Everything is virtual or work packets.

Katie Penkoff, NDTAC

Thank you all for the updates here. Very helpful.

Simon Gonsoulin, NDTAC

Still trying to see if there's anybody else that replied. Ken says in Pennsylvania the governor's directive closing all public and private schools extends to in person educational programming for students and non-educational placement such as residential facilities, detention centers and hospital settings. Such programs may choose to offer continuity of education that does not involve in person instruction in accordance with applicable standards.

Simon Gonsoulin, NDTAC

So I take it it's really left up to each school district or each authority over the educational programming within the facility schools.

Simon Gonsoulin, NDTAC

I see some comments from Paula Monarch-Palmieri from New York State, "Unfortunately, technology usage is very limited at this time in NYS. No face to face classes that we know of at this time. Folder packets are provided for students to work on and they're collected and more work is given to the students as they complete that packet of work." Sharon Fishel also says, "There are no face to face in AK," and Tiffany Frierson says, "Virginia is not holding face to face classes, but trying to provide online coursework."

Simon Gonsoulin, NDTAC

So there's a couple more updates from the east. Anybody from the central time zone who would like to share with us as far as educational offerings at this time? Okay. How about mountain? Alright. How about anybody out west, in the pacific time zone?

Ada Daniels, Washington

Hi, this is Ada in Washington State. And we have a few things going on. We do have some secure laptops that have been purchased by our office of juvenile rehabilitation at the different facilities. And we have some of them being monitored by the principals. We do not have any teachers that are in any of our facilities. We also have [Edgenuity](#) that is being utilized at our girls' long-term secure facility and the principal is monitoring all of those programs that they are turning in. The teachers aren't monitoring the work at this time.

Ada Daniels, Washington

We also are getting together at least once a month to discuss best practices, what we are using, how we are using our education advocates as kids are being released. A major question for us now is how do we re-enter the youth into a school system that is closed. We are meeting every month to discuss best

practices and see how we can help one another out. I'm pulling everybody together to do that. So that's what's going on here.

Simon Gonsoulin, NDTAC

Thank you Ada. Appreciate that update. I mean you really put a question out there. Kids that are being released currently from facilities, how do your educational advocates/transition coordinators get those youngsters into school immediately when there's no school for them to attend.

Ada Daniels, Washington

Correct.

Simon Gonsoulin, NDTAC

So that really is going to stretch transition coordinators/educational advocates to try and get these kids into school once school actually begins. We would love to hear the conversation and the direction that other coordinators are putting in place to address the return of a youth to school when the schools are no longer open. I think a lot of the country would benefit from that conversation.

Ada Daniels, Washington

I will definitely let you guys know about what Washington decides. And I can also invite David if you're interested David I can let you know if you're available when this meeting is happening.

David Blumenthal, NDTAC

Yeah Aida, that sounds great. Please keep me in the loop.

Ada Daniels, Washington

Okay.

Simon Gonsoulin, NDTAC

Thank you Aida, that's awfully nice to invite us to your table there.

Katie Penkoff, NDTAC

That's great. And Simon, I was just going to share that was a question that was echoed by Pat Frost when she reached out to us as well--**how is it working for students who are transitioning from secure care back into the community. Are they being engaged in some type of education? In addition, how is that impacting graduation?**

Katie Penkoff, NDTAC

So Ada, I know quite a few folks who are already interested in the answers to what you will be discussing.

Simon Gonsoulin, NDTAC

Absolutely. Thank you.

Suzanne Peck, ID

This is Suzanne. It was interesting in talking to the districts and the facilities last week, there were some that were really focused on this question of transition. If they were transitioning, they were making sure that the students were set up within their school district and the online learning that was happening there. I felt really good about that.

The other thing that I thought was interesting in a facility up north, is that the judge had actually said to the students, "You know if you could pass your GED, you can be gone." And it has actually motivated some students to take the GED test and they were able to get them in and tested and those students are not only have a GED but they're out and they're still connected with parole.

Simon Gonsoulin, NDTAC

Right. So they receive an early release. Yeah.

Suzanne Peck, ID

Yes.

Simon Gonsoulin, NDTAC

Excellent. Thanks. It sounds like people are really trying to think out the box a little to help kids move along in their education. Obviously more work needs to be done and it sounds like you're all part of the movement there to take care of that.

Simon Gonsoulin, NDTAC

Anybody else?

Allison Losey, District of Columbia

This is Allison in DC. We were having a lot of issues in the first couple of weeks with students being released from the facilities and also residential placements and not having anywhere to go.

Allison Losey, District of Columbia

So we reached out to our LEA and we got them to set up a system, and then what we did is we just communicated that to all of our correctional facilities, to the school administrators and also the people in the facilities themselves that work for the correctional agencies that have something to do with

education. So that as youth are being released that information of how to enroll in the school system when the schools are closed was communicated to them. We also sent out that information to the panel of special education attorneys that work through the Superior Court.

Allison Losey, District of Columbia

So that was a question that everybody had for the first two weeks. Then as soon as we had the answer, we made a concerted effort to get that information out to all the people that we could think of. We haven't gotten any other questions about it yet.

Simon Gonsoulin, NDTAC

Great advice Allison. Thanks so much for sharing the with us for sure. Yep. Okay, anybody else?

Simon Gonsoulin, NDTAC

So there is one question that's come in that we'd like to toss out there from Ken Stowe who wants to know, **"How are other states working with or considering working with subgrantees re: waivers or the like related to the required number of instructional hours?" You know, the 15 hours a week, the 20 hours a week, whether it's an adult or a juvenile setting. Any coordinators want to jump in there?**

Simon Gonsoulin, NDTAC

So I take it this is a question that maybe a lot of coordinators are having, and if that's the case, we can always ask the Department of Education in an email or send them to the COVID-19 email. So we'll make sure that NDTAC sends those two requests to the COVID-19 email as well as the Title I Part D email address at the Department of Ed for some guidance there.

Simon Gonsoulin, NDTAC

It looks like Pat Frost (NE) responded, "Some packets, online learning, face to face difficult, transition of credits when students released, judges still releasing students." And I see through the chat there's several coordinators saying, "Yes, it's a good question. Yes it's a good question." So anyway, we'll go ahead and make sure to move that forward.

Simon Gonsoulin, NDTAC

Katie, Rob, David, anything from your end that maybe we haven't covered today?

Rob Mayo, NDTAC

No, I think we've covered a lot today, and nothing comes to mind. Have a lot of good engagements in the chat box and through the audio, but nothing else comes to mind Simon.

Simon Gonsoulin, NDTAC

Okay. The one thing I do want to remind you is on the last call, there were a few coordinators who

offered resources, so NDTAC is in touch with them asking for those resources. Like Oregon for instance, Jen was going to write up a few procedural things around virtual learning. Certainly Oregon is one of the leaders in that area in the juvenile justice settings. She plans to pull that together and there were several resources around FAQs that coordinators were going to send us. We'll make sure when those get to us that we send them out to all coordinators. And then of course Rob puts several resources in the chat box. Want to make sure to include that in the information that's sent out to them as well.

Simon Gonsoulin, NDTAC

And I think Pat just put a little note in here. CEC, Council of Exceptional Children is sponsoring an informative webinar series on special educational services. She says she will send in their survey reports to neglected families.

Katie Penkoff, NDTAC

Thank you, Pat!

Simon Gonsoulin, NDTAC

And I know for many school districts that has been a real question that's been asked over and over about meeting the needs of youngsters with a disability. Pat asked in the chat box about ESL services as well. If you have access to CEC-related webinars or materials it may be a good idea to take a look at that if you're interested in learning more about adjusting approaches to address the needs of children with disabilities. Katie has shared a link to the [CEC SPED Tools and Resources for Teaching Remotely](#).

Simon Gonsoulin, NDTAC

Okay, well unless another coordinator has another question or comment, we can end today's call, but the floor is open. We have another three minutes in case you want to ask a question or put a comment out there. Or a request.

Sharon Fishel, Alaska

Hi Simon, this is Sharon from Alaska. I have something really cool that's happening in our biggest facility. In the girls' treatment unit at McLaughlin in Anchorage they are all sewing fabric masks for the rest of the facility, so I think that's just a really cool thing that's happening.

Simon Gonsoulin, NDTAC

Great. Thanks for sharing.

Karen A. DeCoster, Massachusetts

I think that is so wonderful.

Simon Gonsoulin, NDTAC

Thanks for that input. It is always good talking to the coordinators as usual. And we'll get those resources out to you just as soon as we can. The transcript for today's call will be placed on the ND community's webpage along with the recording. You will also find the recording and transcript of the first call there ,as well.